



**SEE  
THE  
GOAL**

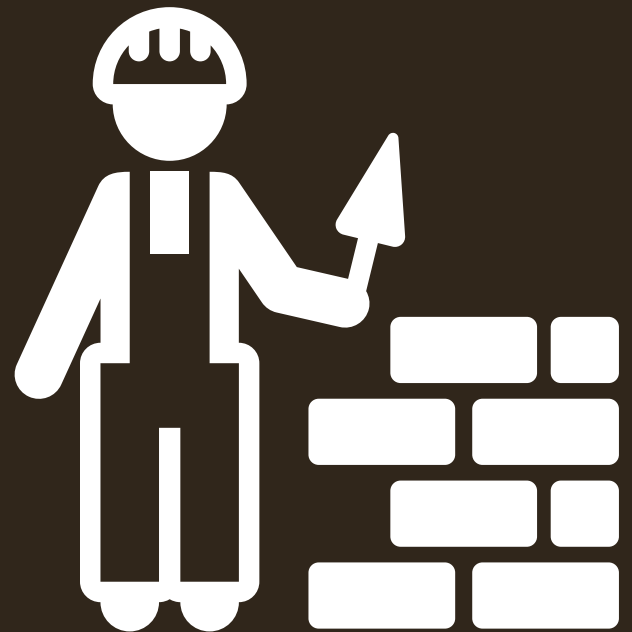


# RECOMMENDATIONS ON IN-COMPANY LEARNING OUTCOMES DESIGN

Experiences from Denmark, Finland,  
Portugal and Slovenia



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of the European Union



The concept of learning outcomes has been clearly strengthened over time. As a consequence, practically all European countries are engaged with various aspects and standards at policy level. This is even more significant in local practice, as teaching and training have to be rearranged when working with learning outcomes. However, so far, learning outcomes for in-company training is the least elaborated area in this entire development. This is due not only to the fact that this field is remarkably diverse but also because social partners and companies don't know how to handle the learning outcomes approach.

In-company learning outcomes can be defined at national, regional or sectoral levels. However, every country has its own approach adapted to their national VET systems and cultural specifics. In this regard, experts from the "See the Goal" project attempted to advance some transnational recommendations for designing in-company learning outcomes. Besides the results from "See the goal" project, the following recommendations are based also on findings from practice and previous innovation projects in Denmark, Finland, Slovenia and Portugal, as well as on findings from several European research papers and reports (from Cedefop, European commission's papers, European training foundations (ETF) papers).

For more information on this topic, please see the link:

<http://www.seethegoal-eu.si/design-of-los/>



# In-company learning outcomes

In general, learning outcomes state what a learner is expected to know, as well as what a learner should be able to do and understand at the end of a learning process or sequence. Learning outcomes are directly related to the evaluation/assessment of knowledge, skills and attitudes. Learning outcomes relate to the question *“What knowledge, skills and attitudes are shown/performed by a learner”*. The focus is on how to know which learning goals need to be achieved, that is: *“How will the learner show what he learned and how to assess it?”*.



In-company training is just one form of work-based learning where students learn through work in companies. Students become part of a company's working environment. However, student is supported while this working and learning process takes place. Support is usually given by one person from the company (in "See the goal" project, we name that person in-company trainer), while another person comes usually from the VET provider/school that student is enrolled in (in "See the goal" project, we name that person VET consultant).

In-company learning outcomes are one part of vocational educational learning outcomes that are connected directly to in-company training, namely those competencies that students have to achieve with 'learning through working'. There is no international definition of this term, at least not one that would be widely used.

Bellow is presented one explanation of what in-company learning outcomes are:

### **A Danish example of understanding in-company learning outcomes:**

"In-company learning outcomes cover the essential competences that are needed in a given occupation in practice. Usually they cover a broad range of essential work fields in company practice, both in traditional production and for the innovative development of trades. More and more trades include some typical soft skills into the learning outcomes, alongside with practical/technical skills."

## **In-company training**



**IN-COMPANY  
TRAINER**



**STUDENT**

**& TEACHER/VET CONSULTANT  
FROM SCHOOL**



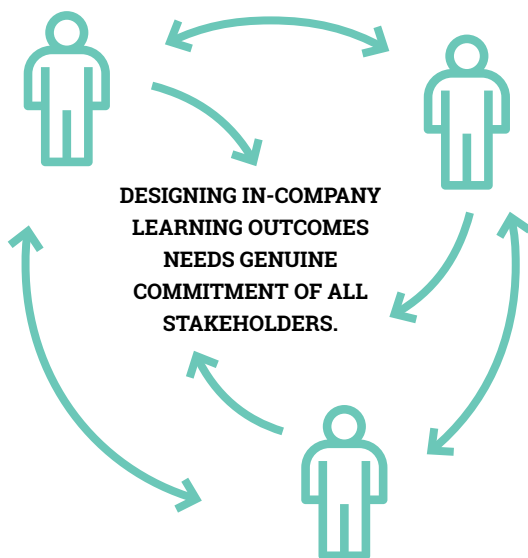
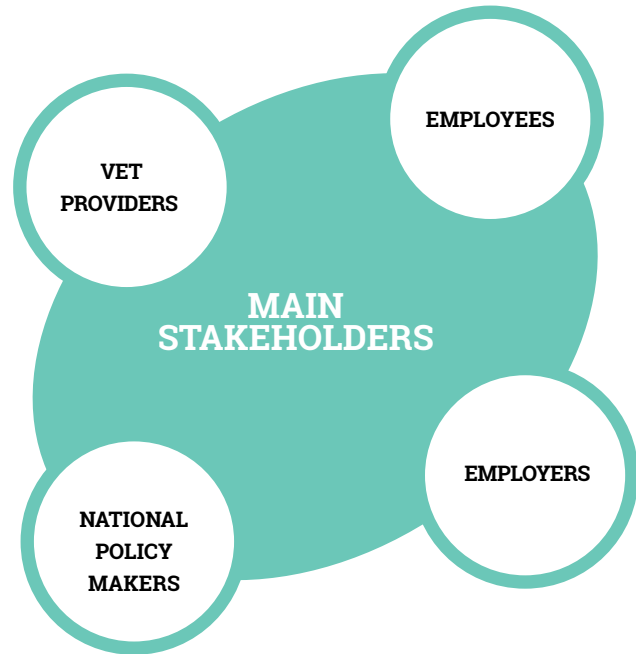
# Recommendations on the design of in-company learning outcomes

When designing in-company learning outcomes,  
the following considerations have to be taken  
into account →



## Different stakeholders involved in designing in-company learning outcomes

Even though the coordinators of the procedure for defining in-company learning outcomes differ from country to country, the main stakeholders that are preparing those learning outcomes are similar: national policy makers for education and/or labour, VET providers (e.g. schools), employers or/and their representatives (e.g. employers' organizations, chambers) and employees or their representatives (e.g. trade unions).

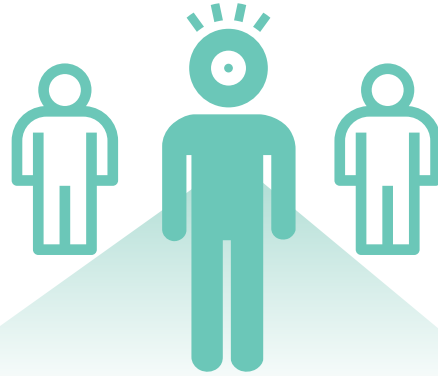


## Inclusive role of stakeholders

The process itself of elaboration of learning outcomes is as important as the final learning outcomes. A process that supports a genuine commitment of all involved parties means an important step towards broad implementation and ongoing quality assurance. In addition, an inclusive process can increase the occupational validity and maintenance of the learning outcomes.

## In-company learning outcomes designed from the student's perspective

The learning outcomes should be designed from the student's perspective. In-company learning outcomes are related to the question of what students should learn and be able to perform as a way to be effective in a specific occupation.



THE LEARNING OUTCOMES SHOULD BE DESIGNED FROM THE STUDENT'S PERSPECTIVE



## Using active verbs that describe the in-company learning outcomes

In-company learning outcomes are directly related to the assessment of learning achievements. The designers of learning outcomes should use active verbs that describe the learning outcomes (locate, produce, analyze, decide, plan, conduct, build, etc.), which need to be specified and contextualized.





## Different taxonomies used with in-company learning outcomes

In-company learning outcomes can rely on already existing taxonomies with different rationales (Bloom's taxonomy, Marzano, Dreyfus & Dreyfus, Eraut & Hirsch...) or new taxonomies suitable for specific contexts.

### Example from Denmark

There is no given taxonomy for the assessment of in-company learning outcomes in Denmark. Each trade committee has its own taxonomy, and there are approximately 15-20 versions in use in Denmark. A few of them are:

CONSTRUCTION	SOCIAL & HEALTH	INDUSTRY
Not worked with the task yet	Beginner	Often
Can work with the task under supervision	Experienced	Rarely
Can, in collaboration with others, participate in the execution of the task	Advanced	Never
Is able to work with the task on his own with satisfying results	Expert (only on EUX-level)	/
Is fully familiar with independent planning and executions of the tasks	/	/

Some taxonomies relate to the student's learning and performances, others to the quantity of conducted work tasks or to the needed instruction level.

### Example from Denmark

The progression of sets of learning outcomes during an educational program can be illustrated as iterative, as linear or as modular, and in most cases with an overlap of some of these approaches.

#### ITERATIVE



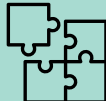
The same learning outcomes for all training periods. Increasing complexity and difficulty.

#### LINEAR



Some learning outcomes must be achieved before starting with others.

#### MODULAR



The learning outcomes for all training periods, more or less independent from each other. Companies choose freely which work fields to offer during which training periods.

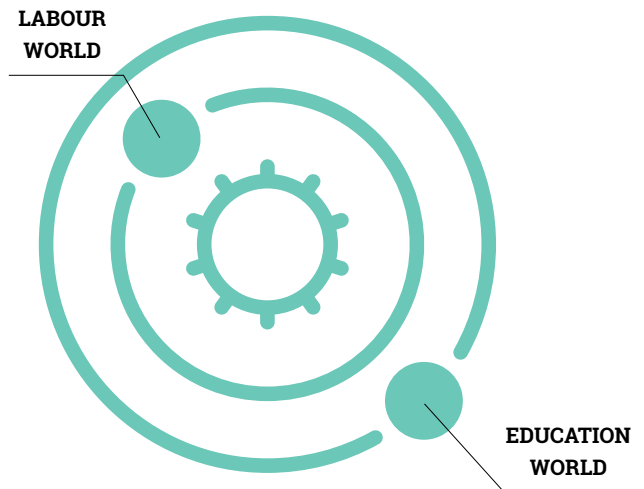


## Progression of learning outcomes can differ from occupation to occupation

In certain sectors/occupations, students can work with the same work fields during all periods, and they will advance with each work field over time. In some sectors/occupations, they must have conducted certain work fields, before they can continue further.

## In-company learning outcomes correlate with the labour world as well as with the education world

Firstly, in-company learning outcomes refer to generic work tasks or/and fields of occupation and should be based on occupational standards (if they exist). Secondly, learning outcomes for in-company training should correlate with the national curricula for specific educational programs.



LEARNING OUTCOMES  
ON SYSTEM LEVEL  
(NATIONAL - REGIONAL -  
SECTORAL )



TEACHERS' AND  
TRAINERS' TRANSFER  
INTO PRACTICE



STUDENTS'  
UNDERSTANDING  
AND PERFORM

## In-company learning outcomes understandable to all

Learning outcomes should be easy to understand to both staff from schools and companies, as well as for students.

In addition, learning outcomes should be designed with a focus on transparency, as a way to promote fair treatment of students.



### Number of in-company learning outcomes should be manageable

Even though the in-company learning outcomes must reflect a whole occupation, their number should not be too high per educational programme. If there are too many learning outcomes, in-company training becomes unmanageable and leads to the confusion of both the in-company trainer and the student. With too many learning outcomes prescribed, there is also the possibility that students do not learn them in a proper way and that learning outcomes become just a formality. Also, with excessive details, it is possible to lose the overview, engagement and personal initiative.



### International context of in-company learning outcomes

Well-designed learning outcomes also have a mobility-supportive impact (ECVET). Students from abroad need to be informed on what and how to learn during in-company training periods in foreign countries within formal workplace learning periods. Some challenges include how to identify suitable learning outcomes, how to communicate them and how to assess the achievement for recognition and accreditation in the students' own countries. Translations or even mutual agreements on joint-learning outcomes across borders are a best practice.





## **In-company learning outcomes should follow a regularly conducted procedure for quality assurance**

The quality assurance procedures can be in line with EQAVET Guidelines for quality assurance, particularly its Building Blocks:

- **Design:**  
define in-company learning outcomes in accordance with national/regional/sectoral guidelines;
- **Communicate:**  
communication between student, trainer and teacher on learning progress;
- **Assess:**  
assess and report on learner's achievement;
- **Train:**  
Learning outcomes presented in learning and teaching material.

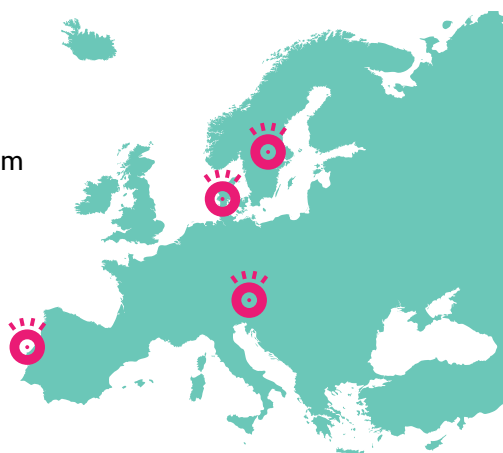




# About the project **SEE THE GOAL**

This brochure is based on the results from  
**SEE THE GOAL**, a European project under  
Erasmus+ KA2, 2016-2018.

Seven organizations from Denmark, Slovenia, Finland and Portugal were involved in the development of 23 videos in total. The videos cover in-company learning outcomes from four educational programs, as examples from industrial production, technical maintenance, health care and retail.



The videos were trial run by training managers within in-company training, by VET teachers and media librarians in schools, as well as by VET consultants with their target groups. All in all, several hundreds of persons were involved. The trial runs are documented and published with freely accessible results.

**SEE THE GOAL** has published a manual for creating a script, for video recording and for editing a video.

In addition, three guides for using videos for learning purposes were produced: a guide for VET consultants, a guide for students and a guide for in-company trainers.





This brochure was created by Špela Resnik - CPI  
All the results are available on the website:  
[www.seethegoal-eu.si](http://www.seethegoal-eu.si)

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